**Internal Assessment Resource**

Achievement Standard English 91101: Produce a selection of crafted and controlled writing

Resource reference: English 2.4B

Resource title: Now, there’s a novel idea!

Writing from The Crucible and V for Vendetta

Credits: 6

Student instructions

Context/setting

This activity requires students to develop, sustain, and structure ideas in a selection of crafted and controlled writing based on their literature studies. The students can choose the text type, but must include at least two different text types.

Students are required to state the purpose and audience of their writing in a statement of intent before they begin. This will help the teacher understand what effects the students are aiming to achieve in their writing.

Conditions

Students can read texts, collect information, and develop ideas for their writing both in- and out-of-class time. This activity can take place over an extended period of time.

To ensure authenticity of student work, there will be scheduled checkpoints during the activity. The first draft of work is due at the end of Term 1 and the second at the end of Term 2. Final submission is at the end of Term 3.

Prior to using this assessment activity, students will be guided through the process of writing, including skills such as developing ideas, writing with control, editing, and proofreading. Where student work is to be presented for assessment, constructive feedback should not compromise authenticity, but suggestions can be made about areas where further development is needed.

Students will have the opportunity to receive feedback, edit, revise, and polish their work before assessment judgments are made.

Introduction

This activity requires you to plan, redraft, revise, and create at least two pieces of crafted and controlled writing based on The Crucible and V for Vendetta. You could write a description, a play, a narrative, a poem, a feature article, a magazine column, an essay or an obituary. Ask if you wish to pursue a text type that is not listed here.

You should experience drafting at least two different text types, but final submission text types are at your discretion.

Task

Use the writing activities and guidelines provided by your teacher. These will be based on literature studies on The Crucible and V for Vendetta.

Draft your texts. Choose a process that will enable you to draft, develop, and revise your writing to meet the deadline.

Revise and edit your work.

Present your created texts for assessment.

Your teacher will put in place checkpoints to help you stay on track. The first piece of work (at least a draft) is due at the end of Term 1.

You will be assessed on the quality of your structured ideas and writing. Length is not the primary consideration. However, it is unlikely that pieces that are shorter than 500 words will give you the opportunity to demonstrate your skills in crafting and controlling writing.

A possible process

Use your text (either The Crucible or V for Vendetta) as inspiration to explore possible concepts and choose the ones you will use.

Research the text types of the concepts you have chosen for your writing.

Draft a statement of intent for each, which outlines what you hope to achieve in your writing. Your teacher may offer you an example of a possible statement of intent.

Plan and develop your specific ideas.

Avoid planning a long and detailed story with lots of events. Focus on fewer ideas but go into detail as you develop them.

Discuss your plan with your teacher. You will get some feedback, but your teacher cannot tell you specifically how to improve your plan.

Write your first draft.

Discuss your draft with your teacher. You will get some feedback, but your teacher cannot tell you specifically how to improve your draft.

Revise and edit your work.

Check that each text:

* develops, sustains, and structures ideas appropriately for the text type
* makes connections between ideas
* uses language features that are appropriate to the audience and purpose (for example, an obituary for a deceased New Zealand writer uses euphemism rather than being blunt and insensitive)
* uses text conventions accurately so that the writing contains only minor errors.

Present your final pieces for assessment.

Appendix

Partial examples of student planning

Concepts

Text: *The God Boy* by Ian Cross (studied in class)

Script a short **play** for two characters: Father Gilligan and Sister Angela as they discuss Jimmy’s situation.

Write a **letter** from Molly to Jimmy, written on a day (date) several months after the novel ends.

Write an **article** on domestic violence for a magazine such as *The Listener.*

Statement of intent

I am going to write a letter from a Kiwi soldier at Gallipoli to his sweetheart back in New Zealand. I want to show the fear that the soldiers felt by writing about what it might feel like before going into battle. My narrator is about 17 years old and is a private in the army. He gets killed in battle. I also want to get across the cold-heartedness of getting a telegram when your boyfriend died in the war so I will include a second, much shorter piece of writing: an epilogue (a telegram to the girlfriend, announcing the soldier’s death) and type it in a different font – to make it seem as if it is from a typewriter (a machine, not a person).

Assessment schedule: English 91101: Now, there’s a novel idea!

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student presents a selection of drafted and revised written pieces.  Each piece is at least 500 words in length.  At least two pieces develop, sustain, and structure ideas and craft controlled writing using appropriate language features. This means that the student:   * builds on ideas by adding comments, explanations, details, or examples appropriate to the selected text type and audience * makes connections between ideas * deliberately uses language features appropriate to the selected text type and purpose to create meaning and effects * uses text conventions accurately so that the writing contains only minor errors. | The student presents a selection of drafted and revised written pieces.  Each piece is at least 500 words in length.  At least two pieces develop, sustain, and structure ideas convincingly and craft controlled writing using appropriate language features to create effects. This means that the student:   * builds on ideas by adding comments, explanations, details, or examples appropriate to the selected text type and audience * makes connections between ideas * develops ideas and structure that are reasoned clear and relevant to the purpose of the text * deliberately uses language features appropriate to the selected text type and purpose to create meaning, effects, and audience interest * uses text conventions accurately so that the writing contains only minor errors. | The student presents a selection of drafted and revised written pieces.  Each piece is at least 500 words in length.  At least two pieces develop, sustain, integrate, and structure ideas effectively and craft controlled writing using appropriate language features to command attention. This means that the student:   * builds on ideas by adding comments, explanations, details, or examples appropriate to the selected text type and audience * makes connections between ideas * uses ideas and structure to create text that is compelling, persuasive, innovative, and/or striking * deliberately and consistently uses language features, vocabulary selection, distinctive personal voice, dimensions, or viewpoints to create meaning and effect * uses languages features that sustain audience engagement and are inventive or articulate * uses text conventions accurately so that the writing contains only minor errors. |

Final grades will be decided using professional judgment based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.